ish AL	, 1.1305	English 30	En	iglish 30	English 30	English 30	E	nglish 30	English 30	En
En	c. Z	0 Englis			0 English					
ish 30	English 30		Ja	inua	ry 2	001	E			
English .					0 English		sh 30			
ish 30	English 30					English 30				
English .	30 English	30 Englis				Engli	sh 30	English	30 English	
h 30	English 30	English 30	E	no	lish	30		glish 30		
English .	30 English					espons	P	English	30 English	
ish 30	English 30					xamina		n		
English .	30 English	30 Englis		English 3	0 English	a 30 — Engli	sh 30	English	30 English	
ish 30	English 30	English 30			English 30	English 30	E	nglish 30	English 30	
English .	30 English	30 Englis			30 English	i 30 — Engli.	sh 30	English	30 English	
ish 30	English 30			iglish 30	English 30	English 30	E	nglish 30	English 30	
English .	30 English	30 Englis		English 3	30 English	e 30 — Engli	sh 30	English	30 English	
ish 30	English 30	English 30	En	iglish 30	English 30	English 30		nglish 30	English 30	En
English .	30 English	30 Englis			0 English	30 Engli	sh 30	English	30 English	
ish 30	English 30	English 30			crta	English 30	E_{i}	nglish 30	English 30	En
English	30 English	30 Englis		English 3	LEARNING English	30 Engli	sh 30	English	30 English	
lish 30	English 30	English 30	E_{L}	relish 30	English 30	Fnølish 30	E	nelish 30	English 30	

Copyright 2001, the Crown in Right of Alberta, as represented by the Minister of Learning, Alberta Learning, Learner Assessment Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved. Additional copies may be purchased from the Learning Resources Distributing Centre.

Special permission is granted to Alberta educators only to reproduce, for educational purposes and on a non-profit basis, parts of this examination that do not contain excerpted material only after the administration of this examination.

Excerpted material in this examination shall not be reproduced without the written permission of the

original publisher (see credits page, where applicable).

January 2001

English 30

Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 30 Diploma Examination mark and consists of **two** assignments.

• Reader's Response to Literature Assignment

Value 15% of total examination mark

• Literature Composition Assignment

Value 35% of total examination mark

Time: This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Budget your time carefully.

Instructions

- Read the **whole** examination carefully before you begin to write.
- You may use the following print or electronic references:
 - -an English language and/or bilingual dictionary
 - -a thesaurus
 - -an authorized writing handbook
- Complete both assignments.
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easyto-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work for each assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

Instructions

- Because the Reader's Response to Literature Assignment is thematically connected to the Literature Composition Assignment, read **both** assignments before you begin.
- Read "Softest of Tongues" carefully and thoughtfully before you start the writing assignments.

SOFTEST OF TONGUES

To many things I've said the word that cheats the lips and leaves them parted (thus: prash-chai which means "good-bye")—to furnished flats, to streets, to milk-white letters melting in the sky; to drab designs that habit seldom sees, to novels interrupted by the din of tunnels, annotated by quick trees, abandoned with a squashed banana skin; to a dim waiter in a dimmer town. to cuts that healed and to a thumbless glove; also to things of lyrical renown perhaps more universal, such as love. Thus life has been an endless line of land receding endlessly. . . . And so that's that, you say under your breath, and wave your hand, and then your handkerchief, and then your hat. To all these things I've said the fatal word, using a tongue I had so tuned and tamed that—like some ancient sonneteer—I heard its echoes by posterity acclaimed. But now thou too must go; just here we part, softest of tongues, my true one, all my own. . . . And I am left to grope for heart and art and start anew with clumsy tools of stone.

Vladimir Nahokov

Reader's Response to Literature Assignment (Suggested time: approximately 30 to 45 minutes)

The poem suggests that although adapting to new situations is part of life, some adaptations are more difficult than others.

What does the poem "Softest of Tongues" suggest to you about the nature of adaptation? Support your response with reference to detail from the poem.

Planning

There is additional space for Planning on pages 4, 6, and 8.

Planning

There is additional space for Planning on pages 6 and 8.

If you are using a word processor, staple your Reader's Response here. You may make corrections directly on your printed page(s).

Reader's Response to Literature Assignment

Written Work	
	-

There is additional space for Written Work on pages 7 and 9.

Planning

There is additional space for Planning on page 8.

Written Work
5

There is additional space for Written Work on page 9.

Written Work

Literature Composition Assignment (Suggested time: approximately 1½ to 2 hours)

Much literature examines the degree to which characters are successful in adapting to the unfamiliar.

Write a composition based on literature that you have studied in which the writer examines an individual's ability to adapt to situations in his or her life. What idea(s) does the writer develop regarding adaptation?

Reminders for Writing

- **Select** literature that is relevant to this assignment from the short stories, novels, plays, poetry, other literature, or films that you have studied in your high school English classes. You must focus your discussion on literature *other than* the poem provided in this examination booklet. You may choose to discuss **more than one** selection.
- **Focus** your composition on your controlling idea about adaptation. Markers will be looking for evidence that you are developing and supporting your controlling idea in response to *this* assignment.
- **Support** and develop your controlling idea with evidence from the literature that you choose to discuss.
- **Organize** your composition so that your ideas are clearly, effectively, and coherently presented.

Initial Planning

You may use this space for your initial planning. No marks are awarded for work done on this page.

Fitle of literature and name of writer			
Your controlling idea			
		-	

There is additional space for Planning on even-numbered pages.

If you are using a word processor, staple your Literature Composition here. You may make corrections directly on your printed page(s).

Literature Composition Assignment

Written Work

There is additional space for Written Work on odd-numbered pages.

Written Work

Written Work

Written Work	

Written Work

Written Work

Written Work	

Written Work

Written Work

Written Work
PROPERTY OF THE PROPERTY OF THE PARTY OF THE
All and the Land managers of the land of t

Credit

Vladimir Nabokov. "Softest of Tongues" from *The Atlantic Monthly*, vol. CLXVIII, July–December, 1941 (The Atlantic Monthly Company, 1941). Reprinted under the Alberta Government Print Licence with CanCopy (Canadian Copyright Licensing Agency).

Biographical Note

Vladimir Nabokov (1899–1977) used the pen name Vladimir Serin.

Nabokov was a Russian-born novelist and critic who wrote both in Russian and English. He spent most of his life in exile living in East Germany, England, and finally the United States. Nabokov's best-known novel, the controversial but critically acclaimed *Lolita*, was published in 1955. This poem, "Softest of Tongues," was written in English in 1941.

Do Not Write On This Page

Name

January 2001

English 30: Part A

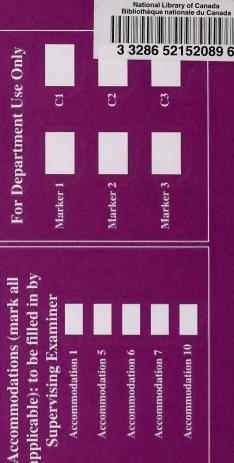
Apply Label With Student's Name

English 30: Part A

(Last Name)		(Legal First Name)	Y	M D
Name:			Date of Birth:	Sex:
Permanent Mailing Address:				
0		(Apt./Street/Ave./P.O. Box)	(Village/Town/City)	(Postal Code)
School Code:	School:	Signature:		

applicable): to be filled in by Supervising Examiner Accommodation 1 Accommodation 5 Accommodation 6 Accommodation 7 word-processed pages to this booklet No Name

Check this box if you have attached





Apply Label Without Student's Name